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ABSTRACT

For this practicum three methods for improving sight vocabulary for first graders were developed and implemented. Goals were to increase vocabulary recognition, improve students' attitudes toward reading, and raise critical thinking levels using parental support. The program, which involved 10 students, took place in 3 phases allowing 4 weeks per subject. The three methods used were flashcards, games, and parental support. A pretest and posttest were administered during each phase. Results indicated the greatest success in phase 2 using games to teach vocabulary. (Three tables are included. Appendixes include prior reading averages, pretest and posttest scores, parental packet, and tally scores for reading selection.) (Author/SR)

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INCREASING SIGHT VOCABULARY SKILLS OF FIRST GRADE STUDENTS: A THREE STEP APPROACH

by
MICHELE MARKSTAHLER

A Practicum Report
Submitted to the Faculty of the Center for the Advancement of Education, Nova University, in partial fulfillment of the requirements for the degree of Master of Science.

The Abstract of this report may be placed in a National Database System for reference

July/1990

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ABSTRACT

Increasing Sight Vocabulary Skills of First Grade Students: A Three Step Approach.
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Descriptors: Sight Vocabulary/Vocabulary Development/ Vocabulary Skills/Language Arts/Context Clues/Reading Games/School-Parent Relationship/Parent Teacher Cooperation/Critical Thinking/

The writer developed and implemented three methods of improving sight vocabulary for first graders. The writer's goal was to increase; vocabulary recognition, students' attitude toward reading, and critical thinking levels using parental support. The program was divided in three phases allowing four weeks per subject. The three methods used were flashcards, games, and parental support. A pretest and posttest were administered during each phase. Results indicated the greatst success in Phase II using games to teach vocabulary. Appendices include prior reading progress, prestest and posttest scores, parental packet, and tally scores for reading selection.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necesary to draw from the works of others, published or unpublished, I have acknoweledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Amy Michele Markstahler

Amy Michele Markstahler

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CHAPTER I

Purpose

Background

The location of the school in this study was a small community in the southwest region of Florida. The institution included two distinct populations. One group, the upper middle class, consisted of approximately 50 percent working parents employed in white collar positions, the other 50 percent of the students qualified for the subsidized lunch program; reflecting a population of low economic status.

The population totaled 710 students. A representative table displays the student distributions:

Table 1
School Population Distribution

Grade	White	Black	Other	Male	Female	Total
K	92	24	2	54	64	118
1	111	20	5	62	74	136
2	84	12	0	53	43	96
3	98	18	2	65	53	118
4	100	16	0	61	55	116
5	108	14	4	65	51	126

The school structure was designed with traditional wing buildings. Thus, in the island form, each grade level was enabled independent operation from the others.

Modified team teaching was made possible due to the floor plan. Small group instruction at the primary level was possible with these type of accomodations. Student/teacher ratio of the educational setting contained 28 students to each instructor. In first grade, where the project was implemented, the ratio was 27 to one.

Table 2

Human Resources

Title	Number
Principal	1
Assistant	1
Prep	1
Gudeance	1
Classroom Teachers	27
Chapter I	1
Varying Exceptionalities	6
Speech	1
Art	1
Music	1
P.E.	1
Media	1
Secretaries	2
Full-time Aides	10

The writer has instructed the first grade, self-contained classroom for a period of five years. The instructional area involved 27 children and one

teacher. Also a supplementary aide was made available to the writer for forty mintues each day.

Daily Schedule

8:00 A.M.	Greet Students
8:20	Math
9:00	Spelling
9:20	English
9:40	1st Reading Group Houghton-Mifflin
10:00	2nd Reading Group Houghton-Mifflin
10:20	3rd Reading Group Houghton-Mifflin
10:40	Clean-up
10:50	Lunch
11:25	Volunteer Reader
11:35	Science/Social Studies
12:25 P.M.	Specials
1:00	Free Time - Free Reading
1:30	Recess
1:50	Gather Assignments
2:00	Dismissal

The Problem

Ten students were selected for the intensive vocabulary skills improvement program. All ten of the students invovled had experienced a deficit in reading skills since entrance into the first grade in August. The sight vocabulary and phonic application scores were documented as being 77 percent to 61 percent. The scores were obtained from a Houghton-Mifflin level C skills and vocabulary exam (1981). All students were documented as being below grade level during the previous grading period (Appendix A:32). Ideally, the

be at grade level or above with scores of 80 percent or greater.

Due to the assessment results, each of the parents had received notification that the involved child qualified to be a candidate to attend the county extended year program. Attendance for the summer program is contingent on skills mastery. If scores indicated a continual decline, attendance would be deemed mandatory. The response of the parents was one of concern. Largely, the parents displayed interest in working in the home with the child. In fact, the parents would have gone to any length, it appeared, to avoid the predicted outcome of a summer program.

A meeting of all the concerned parents was held and parents arrived at the decision to work with their respective children at home. A suggestion for a nightly review of vocabulary lists was made. Little change in scores and skills developed from the efforts. The absence of frequent parent/teacher communication led to the lack of success in the attempt at raising skills. Ideally the situation would have been to have parents made fully aware of the child's progress and to have offered help at home in order to accomplish mastery of skills.

The second discrepancy in the target group was in the area of critical thinking. In response to questions, the absence of logical thinking processes was apparent as observed by the writer. First graders should demonstrate the ability to think in a critical manner.

The third problem of concern was the existence of a negative attitude towards reading. Cooperation in the group was limited as a result of the bad feeling. This situation has been documented by the writer's Primary Education Specialist, who was the mentor, during the observation period. Students functioning at a first grade level should be able to display acceptable levels of group cooperation and a positive attitude toward reading.

Outcome Objectives

Within a proposed time frame of twelve weeks, 90 percent of the students in the target group should have increased vocabulary skills by 20 percent. This was to be measured by a series of tests, which were comprised of three pre-tests and three post-tests using flashcards (Appendix B:34)

In the target group, 50 percent should have gained improved critical thinking skills. The substantiation of improvement was to be measured through the use of a generic criticial thinking questionnaire, which was included in a packet of materials for parents (Appendix C:38). This packet was developed by the writer. Ninety percent of the pupils should have shown a 50 percent increase in positive attitudes in regards to reading. This was to be demonstrated by an increased amount of voluntary selections of reading activities by the target group. Determination was to be made by the use of tallies recorded by the writer (Appendix D:45).

CHAPTER II

Research and Solution Strategy

Language Arts is a skill which students must master in order to develop lifetime coping abilities. Language Arts is a tool considered critical to progress and success in education. Students should develop the necessary skills before exiting elementary school.

Although critical thinking is a necessary part of education, it is not always easy to introduce. An obstacle to enhancement of critical thinking is the reinforcement of basic building blocks. Teachers are forced to accelerate the students past primary learning into more difficult phases before the pupils have mastered the primary phases. Little time is left to introduce or work on the critical thinking skills.

Sight vocabulary teaching includes a variety of approaches. The different methods of Sight Vocabulary presentations have beent ested and the results recorded (Ceprano, 1980). The results obtained relay the implication that no single, isolated mehtod is best for all students. Ceprano conducted a study concerning choice of methods to introduce sight vocabulary to

first grade students. Ceprano chose two different strategies in the study, the context method and the isolation method. The context method entailed the introduction of words, via pictures, along with oral and written sentences. The isolation method consisted of stressing the appearance of the presented word with emphasis on the letteres it contained.

A second study was done by Ceprano in 1981. Indications obtained from the project's results pointed to higher scores on tests of children taught by the isolation program. Students were successful in scoring above those students presented with the context techniques.

The findings of Ceprano support the writer's view toward reading the techniques preferred. The isolation technique is easily incorporated into a flash drill procedure. The writer included the isolation style of presentation by Ceprano's in Phase I of implementation.

The second phase of experimentation by the writer was comprised of educational games related to the target vocabulary lists. This approach was based on a study directed by Wenglinski (1987) that probed the exploration of fun activities in the classroom. The study was an implementation of vocabulary research

conducted by Beck, at the University of Pittsburgh (Beck, Perfetti and McKeown, 1982). Beck's research included a whole class vocabulary teaching method which was applied to fourth graders. Beck's method of reviewing sight vocabulary focused on various types of enjoyable and age suitable activities.

Each lesson was comprised of two to three of the games suggested by Beck, which were then adapted into the regular plan for the experimental group. The control group remained on the established daily routine. Results indicated that the group receiving activities scored significantly higher on the post-test than the group noted engaged in activities.

The study was geared to a time frame of six weeks. Administration of a pre-test was the screening process for eliminating anyone mastering more than 25 percent of the chosen words. The remaining students were divided into three sections. Group one was given all physically active games. Group two was instructed by passive activities. Group three, the traditional group, completed 26 sight vocabulary worksheets.

Pre-tests measured students' ability to recognize three to four words given. Post-tests revealed the student's functioning in the activity group scored

highest with the identification of 35 words. Secondly, the passive group was able to discern only 30 of the correct vocabulary words. Lastly, the traditional group displayed an ability to recognize 21 words accurately.

Another study, supporting the use of educational games was introduced by Dickerson (1982). Games, it was noted, are frequently assimilated into the educational improvement plants. In this case, the goal was vocabulary strengthening. The games, however, have not been documented to show effectiveness in educational improvement. Dickerson's aim was to encourage use of the most productive activities in enhancing vocabulary. First graders, having acquired few sight vocabulary skills, were Dickerson's choice for implementation.

Objectives were met in using three modes of testing: active play, passive games, and traditional presentations. The study was measured by use of a sight vocabulary recognition test devised while implementation of the pilot program. The study was geared to a time frame of six weeks. Administration of a pre-test was the screening process for eliminating anyone mastering more than 25 percent of the chosen words.

The remaining students were divided into three sections. Group one was given all physically active

games. Group two was instructed by passive activities. Group three, the traditional group completed 26 sight vocabulary worksheets.

Pre-tests concluded students' ability to recognize three to four of the words given. Post-tests revealed the students' functioning in the active activity group scored highest with the identification of 35 words. Secondly, the passive group scored 30 in discerning the correct vocabulary words. Lastly, the traditional displayed an ability to recognize 21 words accurately.

The writer followed Dickerson's suggestion and distinguished between activity levels. Seven activities were selected by the writer for use in the project. Two of the choices involved passive activities, while five of the assignments chosen were physically related performances. The decisions were reached in accordance with tests showing greater production results from physical activities; therefore the dominant number were of that type.

Parent teacher cooperation was applied in this project. Several studies have documented encouraging results per taining to the involvement of parents. Stedman (1987) has, through research, developed nine critical factors for application in creating more

effective schools and in particular, benefiting the economically deprived urban students. Stedman concluded that parental participation and shared governance with teachers and parents should be included as two of the nine criteria.

Also, Stedman assigned three roles for the parents to fulfill: In the first part, the parent was to be viewed as a client. Requirements demanded that the teachers distribute newsletters and information concerning school affairs and activities. The instructor would create a classroom open to parental visiting at any chosen time.

Parents were also to be viewed as producers in the second role. Classes were held to educate home instruction and the creation of educational games was demonstrated. In the third position, the parent was assigned to govern. All participants developed strategies to conquer problems; for example, school clean-up and vandalism. A difference in the attitude of all the participants was evident as a result of the strong parental support; additionally, a more open relationship evolved.

Fantini (1986) implemented strategies closely related to Stedman's. It was noted at an urban school

that parent/teacher cooperation was poor. Both groups were lacking in the establishment of mutual understanding. Flexibility and a system for parental contributions were lacking.

In the project, parents were assigned four titles. The first title was that of the client. Other available positions were producer, consumer and governor. Fantini's main objection was to have all parents assume the roles, beginning with the client and proceed through the entire hierarchy. Results indicated that parents viewed teachers as a resource for advice while instructors began to include parents in roles of authority at the school.

As documented by Barnett and Berg (1988), many teachers interpret the instruction of reading as a series of skills taught in a step by step fashion. This attitude allows pupils freedom to develop comprehension skills through use of the text and by workbook activities. The instructor usually has not taken the opportunity to allow students in-depth response time to sharpen articulation and communication skills.

Requirements of oral answers from the students should reflect well planned and organized answers. The quality of oral responses from studens has declined,

according to Shoop (1986). Shoop involved pupils to demonstrate communication skills through incorporating a method identified as investigative questioning.

The pupils were required to conduct a question and answer session in small groups either orally or by using a silent mental approach. The pupils were then assigned the task of formulating questions and answers on a narrative text. In this way, analytical skills have been highlighted substantially in curriculum. The writer chose to include a critical thinking question and answer list for the parents' application in the project. In summation, three approaches were selected by the writer for implementation of increasing of skills through sight vocabulary. The methods of application encompassed: flashcards, games and parental involvement including a critical thinking checklist. The identification of vocabulary words were applied via the traditional flashcards. Games produced obvious participant enthusiasm. Parental involvement, a desirable feature in the educational scenario, was employed, thus casting family/school cooperation into focus, along with serving as a learning aid. The implementation results coincided with research information; therefore displaying a confirmation,

showing passive and active games for evaluation to be most effective. These games can be integrated into a classroom curriculum easily.

CHAPTER III

Method

Students were to demonstrate an increase in vocabulary skills in three phases. Each phase consisted of 20 minute periods, 5 days a week for one month.

Testing was conducted monthly for each phase using flashcards. The writer's aide conducted all pre-tests and post-tests. Preparations for the project were devised in a meeting between the mentor and the author. Outline for strategies in enacting the proposed venture included: selection of students, scanning of the files for the discerning of learning styles, devising a critical thinking questionnaire, and choosing appropriate materials. Periodic conferences were scheduled between the author and the mentor. Table three on the following page details the implementation timeline.

Table 3

Timeline of Implementation

Week	Phase	Method	Objective	Role	Evaluation
1-4	I	Pure flashcards and review of phonics.	Increase Vocabulary skills.	Record results from vocabulary tests.	Pre test Post test
5-8	II	Sight Vocabulary games.	Higher skill retention. Increase positive attituded towards reading. Increase vocabulary skills.	Record vocabulary testing results. Tally vocabulary use or reading games.	Pre test Post test Computate Tally scores to reflect positive attitude.
9-12	III	Parental involvement packets sent home. Parents will select activities for implementation. Weekly analysis of events will be documented by parents.	Increase in in critical thinking skills. Increase vocabulary skills.	Teach Houghton Mifflin Curriculum. Evaluate results of critical thinking responses.	Pre test Post test Critical thinking questionaire.

Phase I

The implementation commenced with the review of phonic skills and vocabulary word since the usual fashion. During weeks one through four, the writer used a list of sight words from the Houghton-Mifflin series which was made available to the target group for independent review. The participants received a rigorous oral-visual review of phonic rules and flashcards. The time frame for Phase I was in progress for weeks one through four.

Phase II

During weeks five to eight, the writer presented the student with a visual list of proposed words to be mastered. Instruction was conducted using two methods. The beginning task involved a daily review of vocabulary lists. The second task consisted of brainstorming by the students concerning different methods the class could use to approach the vocabulary task. Ultimately, games were chosen to enhance familiarity with the vocabulary words. Each fun-typed activity spanned three 20 minute sessions. The first meeting allowed for an introduction of material to the pupils. Rules and guidelines were established by the instructor.

Participants were given opportunity to play several practice rounds. The activity was repeated using the original material. This provided reinforcement for sight words. The following session was a comprehensive but light hearted review in which the pupils were paired into teams and played the game in its entirety.

The choice of reading games to reflect an improved attitude was also documented in Phase II. All activities required a check-out signature from students. Tallies were made by the writer, totalling the number of times reading activities were used by the target group. This was used to measure a more positive attitude toward reading.

Two colleagues proved to be extremely helpful while implementing Phase II. The writer's mentor added proficiency in the critical area of game selection; thus the goal of choosing stimulating and productive activities was achieved. The efficiency of the study was enhanced also, through the efforts of the classroom aide, the creator of all the necessary materials for completing the involvement of games in conducting the study.

Phase III

A learning packet devised by the writer, was presented to the parents (Appendix C:38). The packet included such items as a vocabulary list and a selection of reading stories from Houghton-Mifflin which were presented in class. Also in the packet were suggested readings for parents and a list of related short stories that include the selected target vocabulary words. Most importantly, the packet contained a generic critical thinking questionnaire and a documentation sheet. The packet provided materials obtained from the National Reading Center (1981). Permission was given for the reproduction for teachers' and parents' use.

A form, filled out weekly, was a requirement for parents; thus results of students' achievements were observable. The data was collected by the writer and evaluation of answers from the critical thinking questions were assessed. Provisions were made available for recording comments in the areas of: 1. Answers to critical thinking questions 2. Time spent on task 3. Parental comments 4. Weekly activities. The parental packet, originally intended to contain both optional and mandatory activities was scaled down to optional only, as it was too cumbersome when added to

the numerous other tasks for parental completion.

One story was to completed by the students and answers to critical thinking questions related to the story, should have been documented by the parents. A pre-test and post-test were administered during weeks nine through twelve. This allowed a measurement of increased reading sight words and vocabulary skills. During the 20 minute reading sessions each day the writer followed the curriculum as suggested by Houghton-Mifflin, in the reading classroom.

CHAPTER IV

Results

Evaluation proved to be the most critical step of the project. It reflected the success or failure in solving the proposed problem. In the measurement process, the writer used various approaches.

The writer noted that certain attributes reflected effectiveness. The areas monitored in order to demonstrate a successful solution of increased reading skills were: better attitude toward reading, critical thinking skills, and improved sight vocabulary. The qualities referred to above occured as a chain reaction. When, for instance, a student's position toward reading changed, they reacted more comfortabley to reading independently and thus became strong in the area of vocabulary. Once this was mastered, critical thinking skills became apparent.

The teacher's aide administered three pre and post tests which were given at the beginning and the end of each four week phase. The exams consisted of vocabulary lists provided as a supplement to skills, as suggested by Houghton-Mifflin Reading Program, and provided the

source for testing. Words derived from sections in the level D Sunshine book, chapters two and three were the components for testing.

Participants were presented with a total of 40 vocabulary words in flashcard form. The measurement of increase or decrease in sight vocabulary skills was obtained from scores on these drills (Appendix B:34). Success was to be demonstrated by a 20 percent increase in skills by 90 percent of the students after twelve weeks.

Pre-test and Post-test Results

In the pre-testing of all ten students, an average score of 29 percent was indicated. After the utilization of Phase I, application of vocabulary through a flashcard technique, the group's recorded average had risen to 40 percent. In weeks five to eight, which encompassed children's involvement in games, scores soared from 40 to 81 percent recognition on the average. Post-tests, following Phase III, covered the area of critical thinking skills and incorporated parental involvement, and indicated a reduction of scores from 59 to 52 percent.

The instruction of vocabulary via the use of games proved to display the most substantial achievement in score analysis. Conclusions reached by the writer supported the resulting indications. Significantly, most of the participating members had been documented as kinesthetic learners by the writer's mentor. Hence, the hands-on experience and motion of the activities appealed to the tactile sense.

Phase III results point to deflated enthusiasm by the subjects of the study. Although plans for Phase III required that the writer reinstate the Houghton-Mifflin curriculum, students requested a return to the games. In response to students preference, the writer did make the popular activities available in the form of independent free-time rewards. By signature on a register sheet, as provided by the writer, members of the control group were free to make selections from the assortment of games. A specified goal of 90 percent of the target group indicating a 50 percent increase in the domain of selection in reading games over other available materials was made by the writer. The sign in sheets were instrumental in obtaining results tabulating a 53 percent increase of the participation as a group.

Apparent significant factors, contributing to the success of games in the experiment, were noted by the writer; only the target group was made familiar with the rules and directions of the games.

Other members of the classroom showed an interest in particpating, thus enabling the target group, already familar with the games, the opportunity to be teachers or leaders; an unusual opportunity for this particular circle of children. Another significant factor was the familiarity of vocabulary words by the control group only; thus positions of peer tutoring was made possible. This provided self esteem bolstering so desperately needed by the selected students. Lastly, in relation to significant success factors, the control group had exclusive rights for checking out the games. The remaining students of the classroom displayed enthusiasm for beginning the games, therefore exerted pressure towards the privileged ten to complete required assignments early thus allowing more game time. The apparent interest and support exhibited toward the target group by the other class members acted as a catalyst for increased positive self images and heightened love of reading in the group involved in the study.

Phase III was less effective in weeks 9-12; parental participants were requested to document answers from the student on a parental feedback sheet in the Parent Packet (Appendix C:38) of suggested reading and activities were included in the provisions. Only two of the ten selected members returned the packet, resulting in measurement difficulties of the critical thinking aspect in the project. Several explainations for the disappointing findings are apparent to the author. A prominent influence in learning development stems from the home life structure; in an overall view, the experimental participants are products of lax conditions in this area. Commonly, the students reside in single parent homes with the head of the household employed; therefore, due to hectic schedules, forms were never returned to the school. Another reason, this phase of implementation took place during the last four weeks of the term. The involved members' enthusiasm toward the summer vacation approaching took precedence over their attention to the procedure forms and their ultimate return.

Considering these circumstances, the writer made the extra readings available in the classroom for week

12 of implementation. the generic questions were responded to orally in the reading group. The answers were brief and simplistic (ex. Writer: "How could the ending be changed in this story?" Student: "It could be sad." Writer: "What could be changed or added to make a sad ending?" Student: "All the people could look sad on the last page." Writer: "Could any other changes be made in the story to make it sad?" Student: "Nope.") It was difficult for the writer to determine whether the students had not reached a level of critical thinking or were simply unmotivated.

Along with the measurement of an increase in the vocabulary skills, two other aspects of learning were examined in this chapter; choosing reading materials over other activities and critical thinking. The former proved a positive success. Students were enthusiastic and showed an improved attitude toward reading.

CHAPTER V

Recommendations

In attaining smoother implementations of future application of methods for enriching reading skills the writer suggests the integration of literature based curriculum from Houghton-Mifflin teacher's guide in conjunction with games which include vocabulary meeting the grade level requirements. This writer discovered, that, once an alternative to the teacher's manual has been attempted, using, for example, stimulating games, return to the original curriculum is an anticlimactic experience for the learners. In the future, once the decision has been made for implementation of alternatives, consistency is suggested.

In addressing the problems in phase III of little parent cooperation the writer notes tactics for future implementation by other instructors: improved parental communication could be made through use of phone calls, letters, and conferences held between parents and the study conductor. A reward system for the students, such as stickers and special privileges could add to ensuring more successful possibilities. Happy grams,

focusing on the student, sent to the parents, would be useful in motivation.

Because the results of implementation indicated a high yield of vocabulary scores when hands on techniques (such as games) were incorporated into curriculum, the writer and teaching team, have arranged for budget provisions in purchasing additional hands on activities for sharing, in the ensuing year. The writers first grade teaching team was favorably impressed with the study determinations and have already begun the use of games, using given vocabulary words acquired from the Houghton-Mifflin curriculum.

The writer has shared results with other faculty members; teachers of the second grade were interested in adapting similar games into the level two program, thus enabling continuity of grade planning. The writer's findings, having indicated importance in identifying of learning styles, initiated discussion by faculty members, for further pursuit of the subject in conjunction with inservice presentations.

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Appendices

Appendix A

Student Reading Scores

Appendix A

Student reading average as of January 1990.

* 80 percent or greater is acceptable.

Student	Grade Average
A	59
B	62
C	76
D	66
E	32
F	58
G	75
H	73
I	77
J	68

Appendix B

Score Results

* All student scores indicated were out of a possible 40 questions.

Phase I

Student	Pretest	Post test
A	9	13
B	6	12
C	36	39
D	12	13
E	3	11
F	10	14
G	15	18
H	12	18
I	8	11
J	7	12
Total	118	161
Possible	400	400
Average	29%	40%

Increase of 37% was documented.

Appendix B

Pretest and Posttest Results of
Vocabulary Test

Phase II - Games

Student	Pretest	Post test
A	8	40
B	5	8
C	34	40
D	13	37
E	5	12
F	32	40
G	31	40
H	12	35
I	9	39
J	11	33
Total	160	324
Possible	400	400
Average	40%	81%

Increase of 102% was documented.

Phase III - Parental Involvement

Student	Pretest	Post test
A	21	18
B	31	22
C	30	40
D	35	27
E	11	13
F	13	10
G	25	19
H	22	25
I	26	16
J	23	18
Total	237	208
Possible	400	400
Average	59.25%	52%

Decrease of 11% was documented.

Appendix C

Parental Packet Including Generic
Critical Thinking Questions

Appendix C

Parental Packet

Directions:

1. Select one of the books or stories mentioned on page one or two. Read the selection with your child.
2. Read the questions on page 3 to your child.
3. Write down the answers to the questions on page four.
4. Read the optional activities and suggestions on page five.
5. If any activity or suggestion is used, pleased comment about it at the bottom of page five.

Stories to be Taught in Class
See Student's Sunshine reading book

Date to be Discussed			
3-01-90	1.	The Big Turnip	pp. 69-76
3-07-90	2.	One Word From Two Words	pp. 77-78
3-09-90	3.	Lucy Didn't Listen	pp. 79-94
3-16-90	4.	What Do You Think	p. 95
3-19-90	5.	What Will You Do	pp. 96-100
3-22-90	6.	Can a Mouse Really Help?	pp. 101-116
4-04-90	7.	Lion	p. 117
4-05-90	8.	Abu Ali and the Coat	pp. 118-127
4-08-90	9.	Pockets	p. 128
1-09-90 to 5-07-90		Vocabulary will be reviewed using reading games	
5-08-90	10.	Ira Sleeps Over	pp. 133-153
5-15-90	11.	Fuzzy Wuzzy	p. 154
5-17-90	12.	The Library	pp. 155-157
5-21-90	13.	Asha's School	pp. 158-168 169-171
5-24-90	14.	The Vowels A, E, and I	pp. 169-181
5-29-90	15.	Help Tina	p. 172
5-30-90 to 6-08-90	16.	Buzzy Bear and the Rainbow	pp. 173-187

Suggested Reading for Your Child

Date		Author
3-01-90	1. Am I A Bunny?	Ida Delage
to	2. Where Is It?	Tana Hoban
4-08-90	3. Find The Cat	Elaine Livermore
	4. Where Is My Friend	Betsy Maestro

*These books include vocabulary words stressed in class on the dates listed. All are available in your local library.

Date		Author
5-08-90	1. And I Mean It, Stanley	Crosby Bonsell
to	2. Bedtime For Bears	Adalaide Holl
6-08-90	3. Harriet Goes to the Circus	Betsy Maestro
	4. Odd One Out	Rodney Peppe

CRITICAL THINKING CHECKLIST

1. a. Identify the main characters
   b. Pick one and change the identity; ex. if the main character is a rabbit, change it to a bird.
   c. Retell the story using the NEW character; ex. The rabbit hopped to his hole. The bird flew to his nest.

2. If you could add another character to the story who or what would it be, what could the new character do?

3. How could the story end differently?

4. Was this a good story? Why?

PARENTAL FEEDBACK SHEET

1. Title of story:_____

2. Time spent on task:_____

3. Answers to thinking questions. Please use back of this sheet if necessary.

1._____

_____

_____

_____

2._____

_____

_____

_____

3._____

_____

_____

_____

4._____

_____

_____

_____

COMMENTS:

OPTIONAL ACTIVITIES AND SUGGESTIONS

1. Some television programs can be put to good use as reading development helpers. Sesame Street, the Electric Company, Captain Kangaroo, Romper Room, and a number of other programs for young children can give a good deal of experience in words, names, sounds, numbers, reasoning and other prereading skills. Parents can add to the learning by practicing the new concepts.

2. Another effective and ready helper is the children's librarian and library staff who work out of your public library. Story hours and picture book reading sessions help children learn to listen, to respond, to inquire, to relate sounds and letters and examine pictures for their relationship with words. Best of all, they stimulate the imagination and demonstrate how reading can be a pleasurable and adventuresome experience.

3. Many shildren's librarians are skilled at fingerplays and other games that develop word reasoning and problem solving skills. They have at hand films and recordings that stimulate interests and lead to reading. Some librarians produce puppet shows in which stories are acted out and children have a chance to identify with the characters they can later read about. For children to have their own library card often stimulates their pride in reading and having books at hand. Help your child get a library card.

4. Cooking with your child can be helpful while preparing meals. Ask your child to identify labels of ingredients. Also, simple recipes can be read orally by your child.

5. We travel everyday. Discuss with your child road symbols, street signs, landmarks and restaurant names.

COMMENTS:

Appendix D

Results of Phase II tally sheets.
Student selection of vocabulary games
as opposed to other available material.

Appendix D

Test Results form Phase II

Ten opportunities were made available to the student for activity selection.

Student	Readings selected before Phase II	Readings selected after Phase II
A	0	10
B	0	10
C	2	10
D	0	10
E	0	9
F	0	10
G	0	10
H	1	9
I	0	10
J	1	10
Total	64	98

A 53 percent increase was noted.